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ABSTRACT

The Perceptual Analysis Kindergarten Test is based on the rationale or thesis that learning is hierarchical. The test is used to help determine the level of the child in the hierarchy so that a remedial program can be devised to bring the child up to the level where he can develop the associative conceptualization required to be able to learn in the academic setting. The test can be given to a group of children by a teacher, preferably in two sessions; if given individually, the test may be done in one session. It is not a time test. In some cases, it might take about half an hour totally and individually, it can be done within 15 or 20 minutes. The first part of the test attempts to determine what perception the child has of himself. In the second part, the test determines whether the visual perception of the child is sufficiently integrated so that he is able to see similarities and differences in pictures of people, designs of a geometric nature, letters, and words. The third part tests auditory-visual modality of learning. The fourth part determines the child's eye-hand coordination and ability to reproduce designs. The fifth part also deals with eye-hand coordination, but combines this with directional ability and ability to follow through with increasingly complex designs. The sixth part is a combination vocabulary and gross auditory discrimination test. The seventh part determines whether the child understands directions. The eighth part tests a basic arithmetic concept, and the ninth part measures visual memory kinesthetic mode of learning. (DB)

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RATIONALE FOR THE PERCEPTUAL ANALYSIS KINDERGARTEN TEST

Robert M. Pender

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This test is based on the rationale or thesis that learning is hierarchial. Much has been written recently in this area, especially by Piaget and Bruner, who, perhaps, are two of the fore-runners in the development of this hierarchy of learning. Kephart followed this hierarchial structure in setting up his book "The Slow Learner in the Classroom".

The Perceptual Analysis Test is to be used to help to determine the level of the child in the hierarchy so that a remedial program can be devised to bring him up to the level where he can develop the associative conceptualization required for the child to be able to learn in the academic setting. He must be able to relate his perceptions meaningfully so that he can deal with abstractions as well as with concrete things, or in reading, to make the symbolization of letters and words relevant and meaningful to him. In order to reach this level, he has to go through two lower levels, the first being, perhaps, the perceptual motor level where, through his experiences in exploring the environment around him, he obtains information. The next level is where the child learns to integrate this information, thus allowing him to be able to relate it meaningfully.

If the child is not allowed to develop due to a deprived environment or cannot explore and obtain information due to a physical handicap; or if he is not allowed to then integrate these experiences due to difficulty in input and output due to, perhaps, a perceptual problem, then the child is going to have difficulty, in terms of associative conceptualization.

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This test, in essence, is to attempt to determine the level of the child in dealing with certain areas that are necessary for him to be able to learn in the academic setting. The test can be given in a group of children by a teacher, preferably broken down into two sessions, due to the attention span of children at that age, but, if given individually, may be done in one session. It is not a time test, so that the time it takes to give it will depend upon the children with

whom you are working. In some cases, it might take about half an hour, totally; and individually, it can be done within fifteen or twenty minutes.

In the first part of the test we are attempting to determine what perception the child has of himself in terms of ability to use his body as a point of reference and to get ideas about his self concept and self image. (DAP)

On the second part of the test, we have attempted to determine whether the visual perception of the child has been sufficiently integrated so that he is able to determine, starting with pictures of people to see similarities and differences, going on to other concrete items that he sees around him, to the slightly more abstract concepts dealing with his being sensitive to differences in designs of a more geometric nature and, finally, on to letters and words. If the child develops difficulty dealing with pictures of people or objects within his experiences, then this is the area in which you must work to make him more sensitive to his environment through experiences that bring out or bring to his attention information that will permit him to better integrate what he is perceiving. When we get to the letters and numbers, we are looking for the particular problem of reversals and inversion of letters; with the words we are looking for the difficulty the child might be having in terms of the serialization of letters within words, as well as reversals and inversions. Quite frequently, the child can remember the letters, but not the order in which the letters come to make the word meaningful to him and the material he is reading. Example: Second graders all spell wrong, but make right letters. (pages 2-6)

The third part of the test deals with determining whether the child has developed the relationship in conceptualization between the symbol letters and the sound of the letter or, in other words, if the boy hears a letter he is, then able to, through his memory, identify it. This is testing his auditory-visual modality of learning. (page 7)

The fourth part of the test is to determine the child's eye-hand coordination and ability to reproduce designs which are progressively more difficult without having any boundaries set. This also tells us if the child is having difficulty with directionality in terms of his kinesthetic feel for abstract concepts such as letters and numbers. It is possible for a child to have the ability to see and mark similar words and letters, but have difficulty in reproduction. This might be a tip-off for some digraphic problems. (page 8)

The fifth part of the test also deals with eye-hand coordination, but combines this with directional ability and ability to follow through with ever-increasing complex designs. (pages 9-11)

The sixth part of the test is a combination vocabulary and a gross auditory discrimination test. The average child should be able to adequately identify the picture with the symbolic words. Pictures have been placed in most of the choices so that if the boy does have some gross auditory difficulty, it will become evident. For example, if he has trouble with beginning sounds, he might make an error on the first one in terms of cat or bat instead of hat; of sweater for letter; monkey for donkey; board for sword; poodle for puddle, or puzzle for muzzle. (page 12)

The seventh portion of the test is to determine whether the child understands directions. This would be most applicable when you are dealing with him in terms of learning and maintaining his place while you are discussing a particular item in a book or in your general classroom. For example, when you ask the class to look at the top of the page, he would need to know the concept of top to be able to look in the area in which you are giving directions. (page 13)

The eighth part of the test is a basic arithmetic concept to know whether he does understand the concept of numbers up to twelve and that they are meaningful to him. (page 14)

The ninth part of the test is to measure the child's visual memory kinesthetic mode of learning. Can he reproduce things after he sees them?

The children who score within the first quartile of the test probably do not need the readiness program in the first grade level; and they can start at the beginning of school that you usually give before the reading portions of the first grade program. If they pass this, then you can place them right in the reading program.

In comparing the class ranking based on achievement of the first group of students who received tests in the first and second grade level, the predictability was equal to the Metropolitan and results significant at the .01 level. At the end of first grade, 85 to 90% of the students who scored in the last quartile on the test were in the lowest reading group, repeated kindergarten, or were placed in special classes.

This chart shows the scores of the first group of students at the end of first grade, as compared with their achievement scores.

The median score on the test is 62 out of a possible score of 82. Standard deviation is 9. Ranking: A- 82-73; B - 72-64; C - 63-55; D - 54 and below.

Since several of the tests on the market today have been run through factor analysis and found that they don't test different areas of what they claim, I did this with my test and found that with the last two samples of students that the items are measuring different areas. My desire, of course, was to have a certain correlation between the items within the test, but didn't find exactly what I wanted. I found that there was some correlation, but minimal correlation, between the different items on the test. After factor analysis, I'm trying to determine what the test actually is measuring. I have found that different items have different factor waitings and have not been able to, at this stage of the game, due to my changing jobs and a small sample of these, to determine what these factors specifically are.

I hope to use this test in Charles County next year and have a larger sample for further evaluation.

Its main value, as I see it, is if you have a background in L.D., then I think, by looking at it, you can see how it tells you areas to set up a remedial program and evaluate some students further.